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ENG 3001-007: Advanced Writing

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3001-007

Advanced Writing (3001-007)

Fall 2006

Instructor: John Allison

Office: CH 316F (3552)

Phones: Office (581-6978), Home (348-0269); E-Mail: jballison@eiu.edu

Office Hours: MW: 11-12:00, 1-2:00; additional times by appointment

PURPOSE OF THE COURSE

Building on writing skills you have developed in previous college courses, this course offers experience writing persuasive essays employing a range of approaches: example and illustration, syllogistic argument, oppositional argument, cause-effect reasoning, and research evidence. Of course, these approaches are not mutually exclusive, but by focusing on each of their specific characteristics and demands, you will practice and refine some of the most effective means of reaching and convincing readers, learning to emphasize the best approach for the rhetorical situation (your purpose, audience, topic, and information). In addition, you will have an opportunity to improve your composition as you strive for an energetic style that violates neither the expectations of educated readers nor the unique voice that makes your writing your own.

COMPONENTS OF THE GRADE

Paragraphs and Exercises:	10%
Peer Review Contribution:	10%
Four Essays of Persuasion (800-1000 words each):	50%
Research Argument on a Topic Within Your Field (8 pages minimum, excluding works cited, etc.):	30%

POLICIES

peer review

Your original essays must undergo peer review; otherwise, I will not accept them. To contribute productively to your peer group, prepare assigned drafts in advance, respond to other members' drafts with constructive criticism, and save written comments that other members of the group provide you.

revision of drafts

Once you receive advice about a draft you have submitted for peer review, you should consider revisions suggested by other members of your group. Of course, you are not obligated to act on the advice you receive, but since the best writing occurs after writers have completed a draft, you should always revise your drafts before you turn in your final versions for grading.

revision of graded essay

You may revise one of your first three graded essays for a new grade. When you turn in the revision, include the graded essay with it.

make-up work

You may make up work without penalty only if you have an excused absence verified in writing by a doctor, the Health Service, or a University official (in connection with a University activity). The time allowed for make up work will be determined by the instructor.

late work

You may hand in one assignment late, for up to three days, without penalty. Subsequent late work will incur a 5 percent penalty each day, including weekend days. However, the research argument must be turned in on the due date, which is the last day of class.

Consultation

I encourage you to consult with me about your work in progress. If you aren't sure you understand an assignment, if you want to talk about a revision, if you want to hash out ideas -- talk to me. During the final stages of the semester, conference appointments are required for the research project.

GRADING OF ESSAYS

elements of writing to be graded

When I grade your essays, I will consider content, organization, coherence, style, grammar, and mechanics. Keep in mind that an essay may fail if it is seriously deficient in any of these categories. For example, if an essay is nearly perfect in its composition but exhibits superficial or trite content, such an essay may fail. Or, if an essay exhibits solid content that is appropriate for the assignment yet includes frequently occurring errors of sentence grammar, such an essay may fail. I will provide specific comments along the text of your essays, as well as summative comments at the end of essays. Whenever you wish to discuss your work with me, I will be happy to arrange a time to meet with you.

grading scale

I grade with a simple percentage scale. For example, a 92% is an "A-" and an 85% is a "B."

STUDENTS WITH DISABILITIES

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

ELECTRONIC WRITING PORTFOLIO

Since this course is classified as "writing centered," you may submit one of your essays for your EWP.

TENTATIVE SCHEDULE

1. Week of August 21
 - Introduction of Course
 - The Sentence Revisited; Writing Assignment: A History of Writing
 - Casting and Correcting Sentences; Handout of Exercises: Cutting and Extending Sentences
2. Week of August 28
 - Peer Review/Discussion of Sentence Exercises; Handout of Paragraph Exercises
 - Peer Review/Discussion of Paragraphs; Handout of Paragraph Exercises
 - Peer Review/Discussion of Paragraph Assignments;
3. Week of September 4
 - Labor Day: No Classes
 - An Overview of Argument: WA (3-23); Prepare for Class Discussion (see page 22)
 - An Overview of Argument: WA (75-106); Preparation: Do a, b, or c in both items 1 and 2.
4. Week of September 11
 - Moving and Accommodating Your Audience: WA (132-79); Writing Assignment Based on Pages 178-79.
 - Types of Claims: WA (183-91); Further Discussion of Writing Assignment
5. Week of September 18
 - Categorical and Definitional Argument: WA (636-58); Assignment of Definitional Proposal and Argument
 - Practice with Class Definitions and Amplification Methods; Paragraph Assignments
 - Readings on Democracy: NR (880-87); Readings on Scientific Reasoning: NR (901-904); Discussion of Paragraphs
6. Week of September 25
 - Readings on Sexual Harassment: WA (607-35)
 - Cause-Effect Arguments: WA (228-260); Assignment of Cause-Effect Proposal and Argument
 - Peer Discussion of Proposals for Definitional Arguments
7. Week of October 2
 - A World of Fallacies: WA (431-444)
 - Readings on Atom Bombs, Politics and Language, and Conversational Styles: NR (735-50, 575-84, 545-50)
 - Peer Review of Definitional Arguments

8. Week of October 9
 - Readings on Social Policy: WA (636-58)
 - Definitional Arguments Due**; Ethical Arguments: WA (346-58); Assignment of Proposal and Argument for Ethical Argument
 - Fall Break
9. Week of October 16
 - Readings on Torture, Cannibalism, and Inequality: NA: 420-22, 848-54, 1132-37)
 - Readings on Social Impact of Popular Culture: WA (488-93) And Distribution for Wealth (531-46)
 - Peer Review of Cause-Effect Arguments
10. Week of October 23
 - Peer Discussion of Proposals for Ethical Arguments
 - Cause-Effect Arguments Due**; Classical/Oppositional Argument: WA (63-72, 261-76); Assignment of Proposal and Argument
 - Rule of Law and Civil Disobedience (557-69)
11. Week of October 30
 - Rule of Law and Civil Disobedience (569-77)
 - Argument as Formal Research Essay: WA (363-86); Assignment of Research Proposal and Essay
 - Ethical Arguments Due**; Using and Documenting Sources: WA (387-423)
12. Week of November 6
 - Peer Discussion of Proposals for Classical Arguments
 - Research Proposals Due
 - Bibliographical Exercise in Class
13. Week of November 13: We meet at Booth Library; **Classical Arguments Due on Friday**

THANKSGIVING RECESS

14. Week of November 27: Conferences in My Office
15. Week: In-class Editing; Student Evaluation of Instruction; **Research Essay Due Friday**